



Quality Assurance Programme

Student Leadership, Personal Development Days, STEM, Teach-Boost-Teach, Cultural Capital, Engagement Levels, ABCs, Industry Links, Student and Staff Welfare, CPD, Reading for Pleasure

Tailor the lesson to meet individual student needs.
Explain the lesson objectives and intended outcomes to students.
Aim students to achieve progression in their learning.
Check students' understanding of their learning through challenging questioning.
Have high expectations of presentation and working skills.

Listen to the teacher and **NOT** talk when he/she is talking.
Enter the room **ON TIME** with correct equipment & materials for lesson.
Aim to produce work of the highest quality at all times.
Respect the rights of others by **NOT** disrupting their learning.
Not call out raise your hand to get the attention of the teacher.

Check where you **CURRENTLY** are on your flightpath.
How have you been successful?
Evaluate your successes.
Check where you are on your flightpath.
Know where you are on your flightpath.

To foster a culture of *deeper applied learning* through sequential *R.E.A.L* experiences so that pupils can intertwine academic knowledge, lifelong knowledge and skills in different contexts

READING GIRLS' SCHOOL

*Quality of
Education
Strategy*



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QOE - INTENT

I: Curriculum IMPACT Statement:

To foster a culture of deeper applied learning through sequential R.E.A.L experiences so that pupils can intertwine academic knowledge, lifelong knowledge and skills in different contexts

I.1 - The Why (INTENT):

“It’s not what we do, but why we do it that counts”

(Sineck, 2007)

We embarked upon an exciting and unique journey in Sep 2018 to reignite our curriculum and ensure it is based upon our core value of Deeper Applied Learning through R.E.A.L (Relevant, Engaging, Active Learning) experiences.

To that end, we designed a KS3 curriculum by connecting subjects together where they have identified mutual rich links, skills and knowledge. This provides students with the opportunity to apply their knowledge and skills to different contexts. Our aim was to provide a broad, balanced and inclusive curriculum by offering a wide range of exciting and challenging activities and experiences for all students.

Our Schemes of Work are aligned with our curriculum intent, ensuring that our pupils experience Deeper Applied Learning and REAL experiences across all years, so that they can intertwine academic knowledge, lifelong knowledge and skills in different contexts. Our provision not only covers the formal requirements of the National Curriculum, but equally embraces the wider personal development through extra-curricular activities, high quality pastoral provision, educational visits and enrichment opportunities. All of which promotes spiritual, moral, social and cultural development.

Significantly, three pillars (TLC) bridge the gap between our curriculum intent and impact. The consistent implementation of these everyday T&L strategies across the school, ensures that

Deeper Applied Learning through R.E.A.L experiences, occurs within lessons. Teachers are required to T.E.A.C.H, pupils are expected to L.E.A.R.N and both pupils and teachers are challenged to C.H.E.C.K the impact.

In addition, these experiences are enriched with key supplementary strategies to ensure that our curriculum promotes the ability for all pupils to apply their knowledge and skills to different contexts especially for those who would not ordinarily be exposed to those opportunities. They are weekly STEM days, Personal Development (PD) days, Industry-link guest speakers, Student-led events such as Black History week as well as the traditional school performances, extracurricular programs and links with other schools.

I.1a - Key Stage 3 Curriculum:

Subject	Hours per fortnight
English	7
Maths	6
Science	10
History	4
Geography	4
French	2
Spanish	2
Cultural MFL	1
Computer Science	2
Ethics	1
Reading	1
Business	2
Art (Creative Arts)	2
Dance (Creative Arts)	2
Music	2
Pledge	1
Food (Technology)	1
Textiles (Technology)	1
STEM	6

I.1b - Key Stage 4 Curriculum:

Following key stage 3 pupils can select their option subjects to study at key stage 4.

Pupils can choose four subjects from the following:

Subject	Exam Board	Staff contact
Art	BTEC	kdewitt@readinggirlsschool.net
Business Studies	NCFE/GCSE	ktiernan@readinggirlsschool.net
French	AQA	psavage@readinggirlsschool.net
Geography	AQA	nockerby@readinggirlsschool.net
Health and Fitness	NCFE	fconway@readinggirlsschool.net
History	Edexcel	aharrison@readinggirlsschool.net
Food Preparation and Nutrition	AQA	TWyngaardt@readinggirlsschool.net
iMedia	OCR	ktiernan@readinggirlsschool.net
Music	BTEC	djones@readinggirlsschool.net
Performing Arts – Dance	BTEC	egabriel@readinggirlsschool.net
Art Textiles	AQA	eparsons@readinggirlsschool.net
Computer Science	OCR	ktiernan@readinggirlsschool.net
Spanish	AQA	psavage@readinggirlsschool.net

All pupils must study:

Subject	Exam Board	Staff contact
GCSE English Literature/ Language	AQA	jmarry@readinggirlsschool.net
GCSE Mathematics	Edexcel/OCR	lwatts@readinggirlsschool.net
GCSE Biology	AQA	nasif@readinggirlsschool.net
GCSE Chemistry	AQA	nasif@readinggirlsschool.net
GCSE Physics	AQA	nasif@readinggirlsschool.net

All pupils must also study, but are not assessed in:

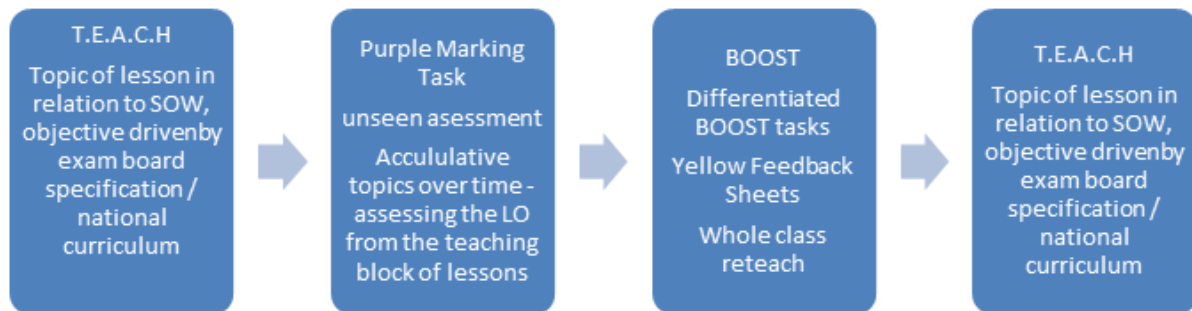
Subject	Staff contact
Pledge	selliott@readinggirlsschool.net
Core PE	fconway@readinggirlsschool.net
Ethics: Philosophy and Religious Education	pwhelan@readinggirlsschool.net

Subject	Hours per fortnight
GCSE English	10
GCSE Maths	10
GCSE Science	12
GCSE Option Subjects (x4)	6
Ethics	1
Pledge	1
Core PE	2

I.1c - Teach – BOOST – Teach:

Schemes of Work at all key stages are shaped by our Teach – BOOST – Teach strategy. Pupils are taught a block of lessons, underpinned by T.E.A.C.H, before receiving a purple marking task to assess the learning objective for that block of lessons. Following the purple marking task pupils receive a BOOST lesson.

During the BOOST lesson, pupils receive their purple marking tasks, yellow feedback sheet and differentiated BOOST tasks to complete based on their areas of weaknesses from the purple marking task. Some BOOST lesson will be a reteach of a topic / misconception, if the teacher identifies common patterns of errors across the class. All BOOST lessons are completed in green pen.



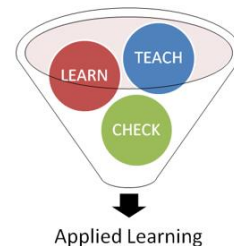
B - Better

O - Outcomes

O - Obtained

S - Securing student

T - Target grades



I.Id - TLC@RGS

During the teach block, all teachers are expected to T.E.A.C.H:

- Tailor the lesson to meet the student needs
- Explain the learning objective and success criteria
- Allow students to actively participate
- Check for understanding
- Have high expectations

During all learning, pupils are expected to L.E.A.R.N:

- Listen to the teacher and NOT talk when he/she is talking
- Enter the room on time with correct equipment and ready to learn
- Aim to produce the highest quality of work at all times
- Respect the rights of others by not disrupting their learning
- Not call out, raise your hand to get the attention of the teacher

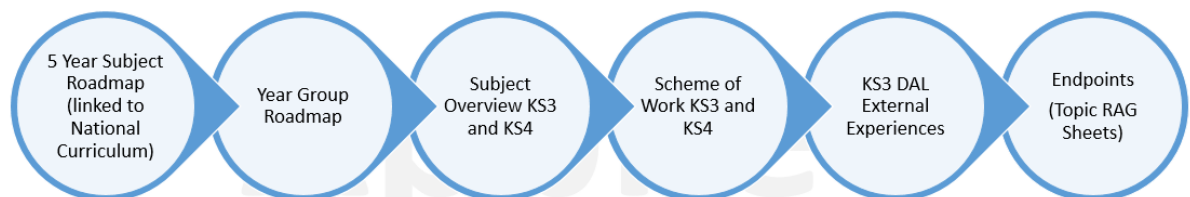
Following a formal assessment, pupils and staff are expected to C.H.E.C.K:

- Check where you CURRENTLY are on your flightpath
- How have you been successful?
- Evaluate your successes
- Check where you are currently EXPECTED to be on your flightpath
- Know what you need to do to be at least ON TRACK to meet your target grade.

1.1e - Scheme of Work and the National Curriculum

Within all subjects the following planning documents are available which outline the journey of learning which students will undertake throughout their time at Reading Girls' School. Outlining where and how the National Curriculum is being taught, and how units of work are sequenced **so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.**

Reading Girls' School Quality of Education – **INTENT** – Curriculum Planning



QOE - IMPLEMENTATION

2.1 The How (IMPLEMENTATION):

“The more pupils are actively involved in their learning, the better the chance of securing new knowledge and skills in long term memory.”

(Ovenden – Hope and Blandford, 2018)

Each subject identifies an industry link known as a D.A.L external provider who will co-deliver a relevant element of the scheme of work to allow students to apply their knowledge and understanding to real life experiences.

We do not advocate that any particular approach should be used exclusively in teaching. Different approaches to teaching can be effective. What is appropriate will depend on the aims of a particular lesson or activity, and its place in the sequence of teaching a particular topic.

2.2a: What is Deeper Applied Learning (DAL)?

Deeper Applied Learning is the development of knowledge, skill and understanding through settings or scenarios that relate to the employment sector. It enables learners to develop skills and understanding in a variety of context with teachers, other learners and individuals from outside the classroom. (QCA, 2009)

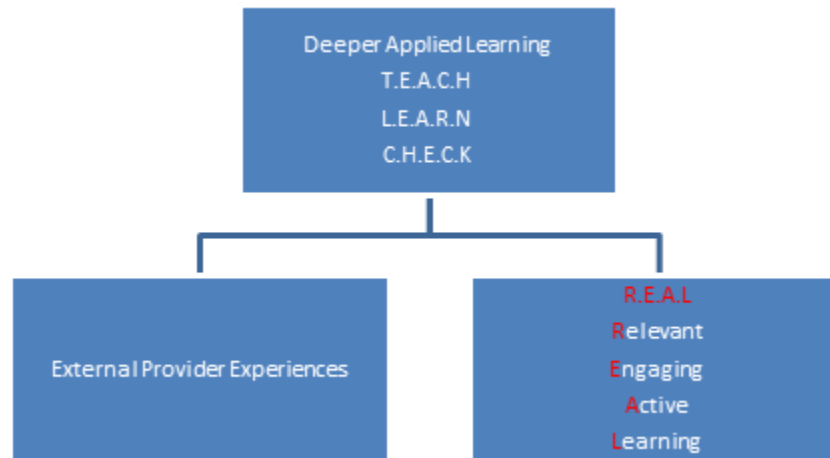
At Reading Girls’ School, deeper applied learning (DAL) has two strands. They are:

1: External partner experiences at Key Stage 3.

Members of educational and employment sectors are invited to co-deliver our curriculum, within a specific topic. These partnerships enable students to develop their knowledge, skills and understanding of the world beyond the school gates and in doing so, develop their cultural capital.

2: R.E.A.L Lessons – Relevant, Engaging, Active Learning.

Lessons are made relevant to the students to embed their understanding enabling them to apply knowledge and skills to different settings or scenarios. Active learning strategies are deployed in lessons to ensure students remain engaged and focused throughout their learning.



What is experiential and active learning?

Experiential and active learning are linked to, and underpin, the ethos and approach of deeper applied learning.

Experiential learning encourages learners to identify the purpose of the task being undertaken, to learn through reflection about how they undertook the task, and then apply (or transfer) this learning to other situations. Students are proposed with the question – how is our learning today, relevant?

Active learning requires the learner to **learn by doing**, in order to process skills or information. It moves away from being 'passive consumers' of knowledge-based learning towards being 'active explorers' of knowledge, skills and ideas.

Deeper applied learning can simply be defined as: Education put to **practical use**; learning is **experiential**, **contextualised** to real situations and **personalised** to the learners' needs.

Active learning focuses on *how* students learn, not just on *what* they learn. Students are encouraged to 'think hard', rather than passively receive information from the teacher.

Active learning and the theory of constructivism

Research conducted by the Cambridge International Education Teaching and Learning teams (2020) concludes that it is not possible to transmit understanding to students by simply telling them what they need to know. Instead, we encourage teachers to ensure that they challenge their students' thinking by asking effective questions.

With active learning, students play an important part in their own learning process. They build knowledge and understanding in response to opportunities provided by their teacher. At Reading Girls' School these opportunities are provided within the classroom by the teacher and also our external providers at Key Stage 3.

Active learning is based on a theory called **constructivism**. Constructivism emphasises the fact that learners *construct* or *build* their own understanding. Constructivists argue that learning is a process of '**making meaning**'. Learners develop their existing knowledge and understanding in order to achieve deeper levels of understanding. This means that learners are more able to analyse, evaluate and synthesise ideas (thus achieving the higher order skills of Blooms Taxonomy). These deeper levels of understanding are made more possible at Reading Girls' School as we provide learning environments, opportunities, interactions, tasks and instruction that foster deep learning.

The theory of '**social constructivism**' proposes that learning happens mainly through social interaction with others, such as a teacher or other students. One social constructivist, Lev Vygotsky (1896 – 1934), developed the idea of the Zone of Proximal Development. This zone lies between what a learner can achieve alone and what a learner can achieve with their teacher's expert guidance. Learning is scaffolded by providing guidance and support that challenges students based on their current ability. This helps students to develop their understanding in stages.

Rich feedback is provided during lessons using Assessment for learning (AFL). AFL helps students to understand two things: firstly, their current strengths and weaknesses and secondly what they need to do to improve. AFL activities are sometimes based on formal assessments. However, AFL can also be based on many types of informal assessment which can include peer assessment, where students assess each other.

What are the benefits of active learning?

Active learning helps students to become 'lifelong learners' and builds their cultural capital.

In an active learning approach, learning is not only about the content, it is also about the

process. Active learning develops students' autonomy and their ability to learn. Active learning gives students greater involvement and control over their learning. This means that students are better able to continue learning once they have left school.

Active learning is engaging and intellectually exciting

An active learning approach encourages all students to stay focused on their learning, which will often give them greater enthusiasm for their learning.

How does deeper applied learning align with T.E.A.C.H (TLC@RGS)?

Extensive research has been conducted into deeper applied learning. According to Ovenden – Hope and Blandford (*Understanding Applied Learning, Developing Effective Practice to Support All Learners, 2018*), 5 key areas have been identified, which must be present for deeper applied learning to be effective. These 5 key areas, simultaneously link to the 5 strands of TEACH at Reading Girls' School.

T.E.A.C.H	Deeper Applied Learning
T ailor the lesson to meet the needs of individuals	Appropriate teaching strategies (encourage personalised approach and support independence in learning)
E xplain the learning objectives and success criteria	Ensuring learners are aware of what they are learning
A llow students to actively participate in their learning	Engagement of learners (REAL)
C heck for student understanding	Effective assessment (Formative and Summative)
H ave high expectations of students	High aspirations for learners (which are consistent across their learning experience in the institution)

Effective deeper applied learning brings relevance and meaning to learners through activities that move them from the classroom to the workplace. Activities should centre around real investigation and inquiry, based on contact with working professionals and the roles that they do, wherever possible. Learning should be active, but have a purpose and cross different contexts so that learners can apply knowledge, understanding and skills throughout their lives.

The theory and pedagogy of deeper applied learning

It is important to remember that if learners understand what they are learning, why they are learning it, how to develop their learning, the relevance of this learning to the real world and how to apply it across contexts, then they will be motivated to learn.

Deeper applied learning should provide opportunities for learners to frequently interact with both adults and their peer groups. What happens in applied learning situation should enhance the capacity of young people to learn, their learning behaviours, and their motivation to learn. If this happens, learners succeed and are initiated into life-long independent learning for their own development and self-efficacy.

The theory of constructivism suggests that learners construct knowledge out of their experiences and it is often associated with pedagogic approaches that promote active learning or learning by doing.

Learning will occur in an environment of trust, where the teacher acts as facilitators for the learner's own learning needs and ambition.

At Reading Girls' School, we have developed a curriculum which enables students to construct knowledge out of their experiences. By developing strong links with the employment sector within the Reading community and developing lessons where active learning (learning by doing) is at the center of our pedagogical approach.

REAL Lessons – what this looks like at Reading Girls' School?

To support deeper applied learning students are provide with opportunities that are REAL – Relevant, Engaging, Active Learning – and grounded in solid subject knowledge to facilitate growing independent learning in a safe and constructive environment, which is inclusive and builds confidence to achieve.

At the end of all lessons, students are asked, has your lesson been R.E.A.L (Relevant, Engaging, Active Learning)? Within the classroom students are encouraged to use the R.E.A.L tokens and place them into the 'Yes' or 'No' pot. This provides instant feedback to the member of staff about the students experience within their classroom.

2.2b - Cultural Capital

Our understanding of 'knowledge and cultural capital' aligns with that reflected in the national curriculum:

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

At Reading Girls' School, we provide a variety of opportunities for our pupils to develop their culture capital. From our enrichment opportunities through to our innovative KS3 curriculum, STEM and Deeper Applied Learning External Provider links, our pupils are provided with as much opportunity as possible to become well-rounded individuals who are equipped with the skills to live within a modern society. To that end, we aim to develop culture capital via two strands. The Academic curriculum and the extended curriculum.

The Academic Curriculum	The Extended Curriculum
Pledge8	Prefect system
STEM day	Dance production
RGS Pledge	Black History Committee
Educational visits	Student Leadership Team
Reading for pleasure	Anti-Bullying Ambassadors
Personal development days	Mental Health Ambassadors
Subject-specific industry links	Mock Magistrates programme
	Reception & pastoral Assistants

2.2c - The Development of Long-Term Memory

Pupils are provided with a variety of different opportunities throughout their learning to ensure that subject knowledge is consolidated into Long Term Memory. All lessons start with **Memory Retrieval Practice (MRP)**. This can take the form of low stakes testing, spaced or interleaved testing, testing current knowledge or previously learned knowledge from previous years. MRP may be directed from analysis of the formal assessment which that year group / class had currently completed. Throughout the lesson, pupil's knowledge is checked through effective questioning. Questioning at Reading Girls' School can take the form of Open or Closed questioning. However, staff are encouraged to ask as many open questions as possible throughout the lesson. Pupils who participate throughout the lesson are rewarded with talking tokens.

2.2d - Homework

Homework provides the opportunity for students to continue their learning outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is a vital tool for raising student achievement and provides opportunities to develop skills that students will use beyond Reading Girls' School when they go to university or into the world of training or employment.

Homework enhances students' learning, improves achievement and develops study skills; as such it is an integral part of the curriculum. Homework gives students the responsibility to take control of their own learning. Not all homework is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment etc) which are more readily available at school, it is necessary or desirable to carry out the task at school.

At Reading Girls' School, homework is set on a regular basis and recorded on Show My Homework and in the pupil planner. All subjects also set 1 extended reading homework task per term/topic in KS3 and 4.

Key Stage 3:

Subject	Frequency of Homework
English	1 piece per week
Maths	1 piece per week
Science	3 pieces per fortnight (1 Biology, 1 Chemistry and 1 Physics)
All other subjects	Independent Learning Project 1 per term

Key Stage 4:

Subject	Frequency of Homework
GCSE English	1 piece per week
GCSE Maths	1 piece per week
GCSE Science	3 pieces per fortnight (1 Biology, 1 Chemistry and 1 Physics)
ALL Option Subjects	1 per fortnight

2.2e – Engagement Levels

Engagement levels are a whole school proactive strategy to support teachers in setting clear routines and expectations for students when they are completing learning activities in the classroom. Engagement levels are designed to create a calm and orderly environment within the classroom. When students complete a learning activity, teachers will announce which engagement level must be adhered to. The engagement level sign is then placed onto the whiteboard whilst students complete the learning activity.

Silent Study

When this box is on the board:

- The task must be completed **in silence**.
- This means it is **independent work** that does not require discussion with your peers.
- The best way to focus and complete this task will be **working silently**.



Quiet Queries

When this box is on the board:

- You are required to have quiet discussion (using your **whispering voice**) with your partner.
- This discussion **must not** disrupt the learning of other students.
- The discussion must remain **on task** and be relevant.



Talking Together

When this box is on the board:

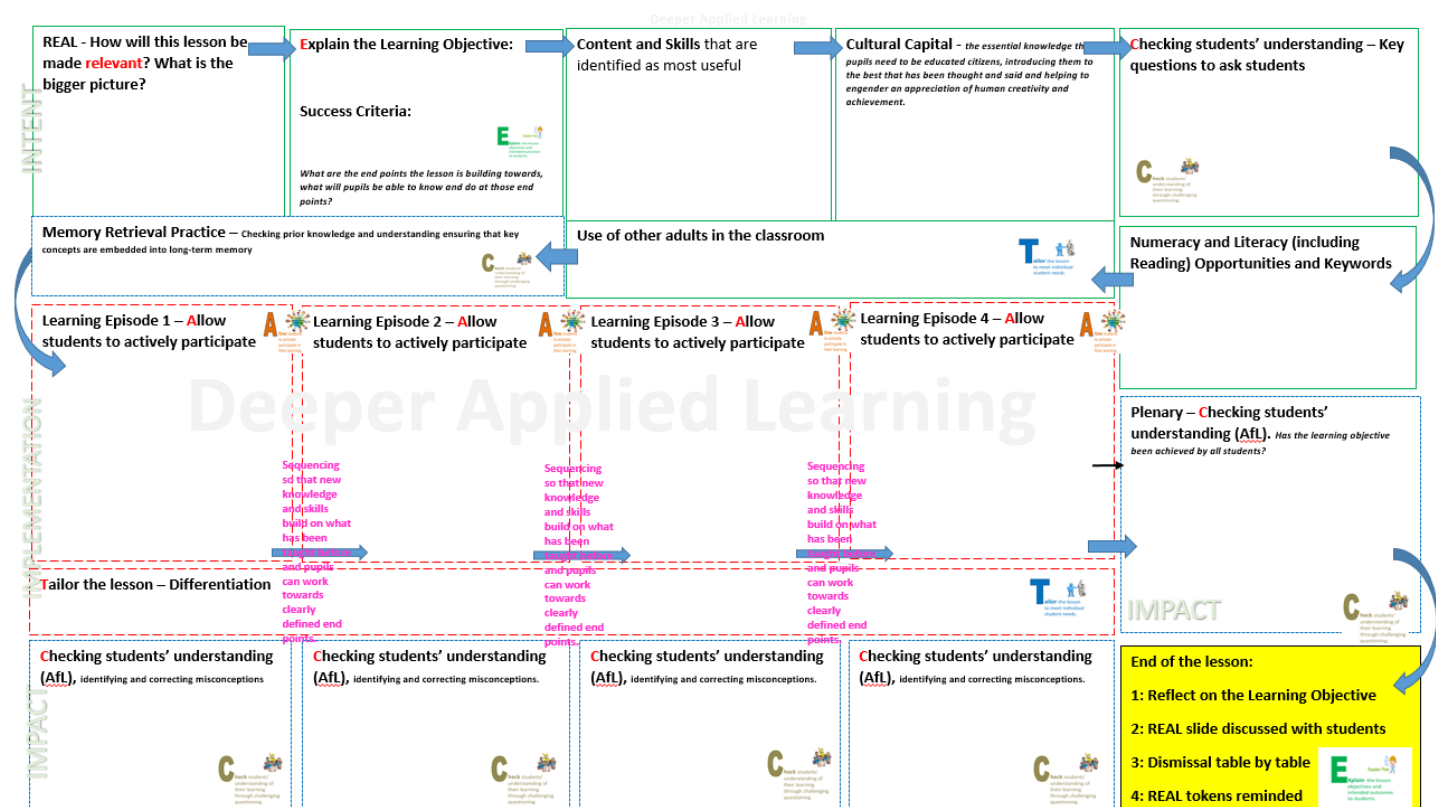
- You may discuss your ideas and your work with your peers.
- The discussion can be in a **normal voice** but should not become disruptive or distracting.
- The discussion taking place must be **on task!**



2.2f - Lesson Planning

The following lesson planning document is used by teaching staff to support with the planning of their lessons. This ensures that the **curriculum intent and implementation are embedded securely and consistently across the school** and that all teaching staff have a **firm and common understanding of the school's curriculum intent and what it means for their practice**.

Lesson planning document:



Lesson planning guidance and support:

Reading Girls' School - Quality of Education – IMPLEMENTATION - Lesson Planning

INTENT

- REAL - How will this lesson be made relevant? What is the bigger picture? What is the purpose for this lesson? How is it applied beyond the classroom into the wider world?
- What is the overall learning objective for the lesson and success criteria so students are aware what end points they are working towards during the lesson so make progress?
- Content and Skills – what are the most useful pieces of content and/or skills which you have identified that you want to stick
- Cultural Capital – *'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'*. Does this lesson provide opportunities to build on students' cultural capital? How will this be presented to the student?
- Key questions – what key questions do you want to ask throughout the lesson? Remember to use Blooms Taxonomy
- Numeracy and Literacy Opportunities – are the opportunities for students to develop their literacy and numeracy skills during this lesson? Are their opportunities for Reading? What are the subject specific keywords for the lesson?
- The use of other adults – how will you use other adults in the classroom? Which students will they work with? What support will they provide during the lesson?

IMPLEMENTATION

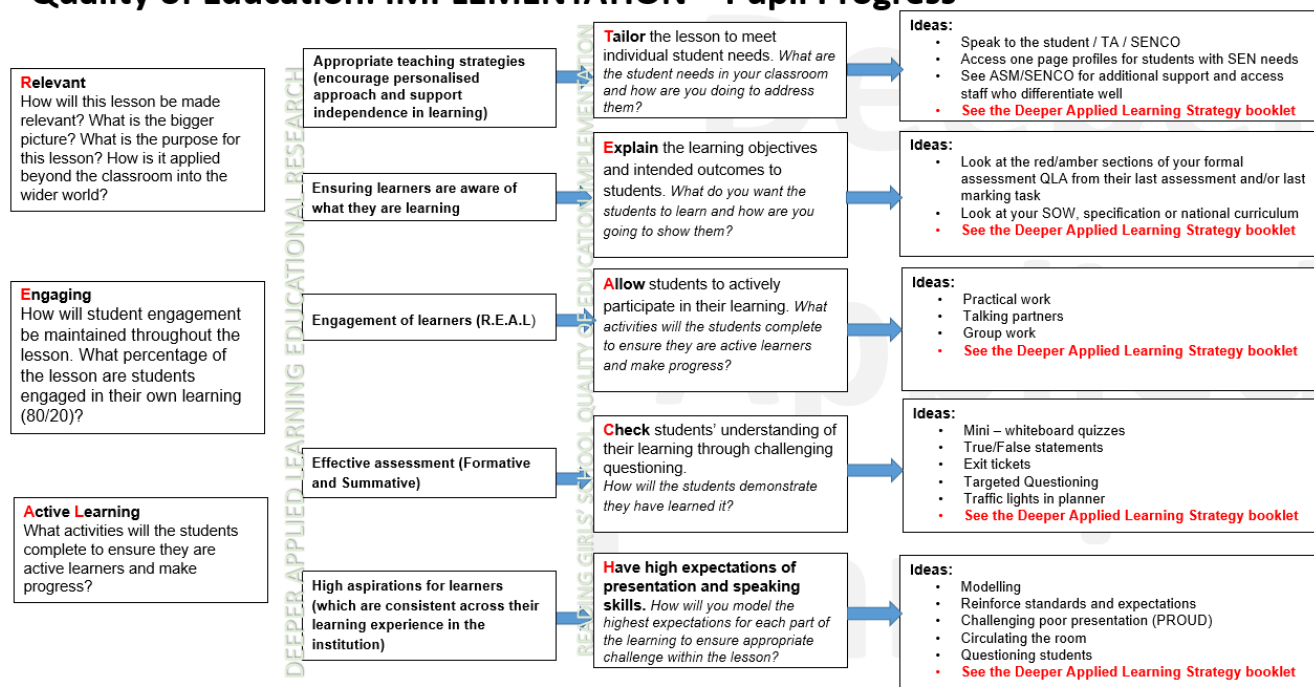
- Memory Retrieval Practice – *Checking prior knowledge and understanding ensuring that key concepts are embedded into long-term memory*. How have you chosen this activity? It should either be an opportunities to establish what students already know about a new topic or assess what student can remember from previous topics. Providing students with an opportunity to rehearse knowledge and skills into their Long Term Memory. Has data from formal assessment QLA been used to direct this activity?
- Learning episodes – ensuring that T.E.A.C.H is followed, ensuring that active learning strategies are implemented including opportunities for applied learning activities. Are the learning episodes sequenced so that new knowledge and skills build on what has been taught before and so that pupils can work towards clearly defined end points. Do the learning activities build towards students being able to achieve the learning objective (end points)?
- Differentiation – How will each learning episode be differentiated to enable all pupils to be successful within the lesson and to achieve the learning objective. Have student profiles been used?

IMPACT

- Checking students understanding – which assessment for learning strategies will you use during the lesson to identify and correct students errors and misconceptions?
- Plenary – What is the final plenary to assess all students in the lesson to demonstrate that the learning objective has been achieved and students are secure with these end points?
- Reflecting on the Learning Objectives – Return to the Learning Objective from the start of the lesson
- REAL – can students articulate the purpose and relevance of this lesson?

Lesson planning linked to Educational Research:

Quality of Education: IMPLEMENTATION = Pupil Progress



Understanding Applied Learning: Developing Effective Practice to Support All Learners by [Tanya Ovenden-Hope](#) (Author), [Sonia Blandford](#) (Author)

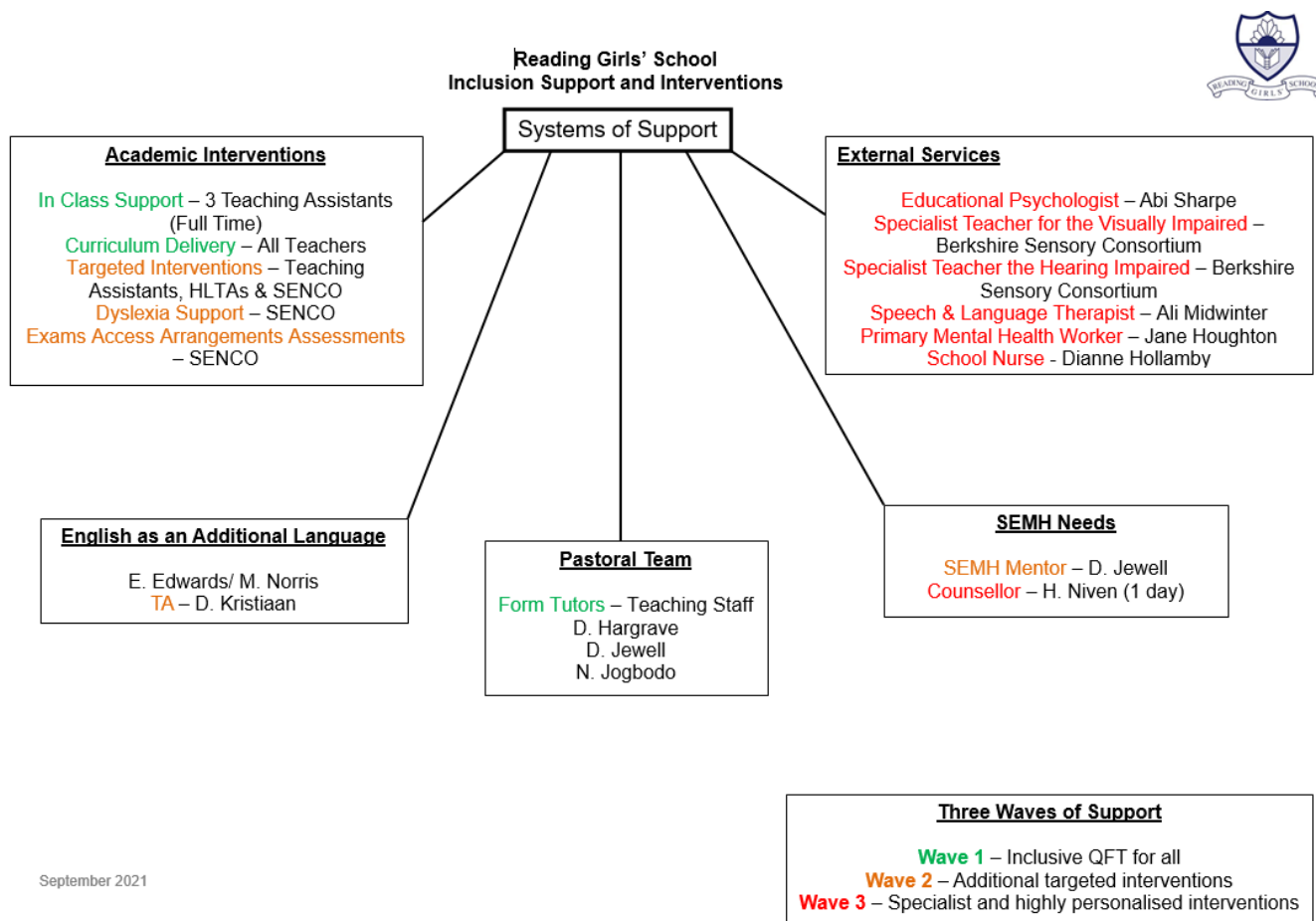
2.2g – Inclusion

We strive to ensure that every student receives the support they need in order to exceed their potential and provide them with the lifelong skills they need to enter the adult community.

Every member of staff plays a role in ensuring that all students feel **included** and not just **integrated**.

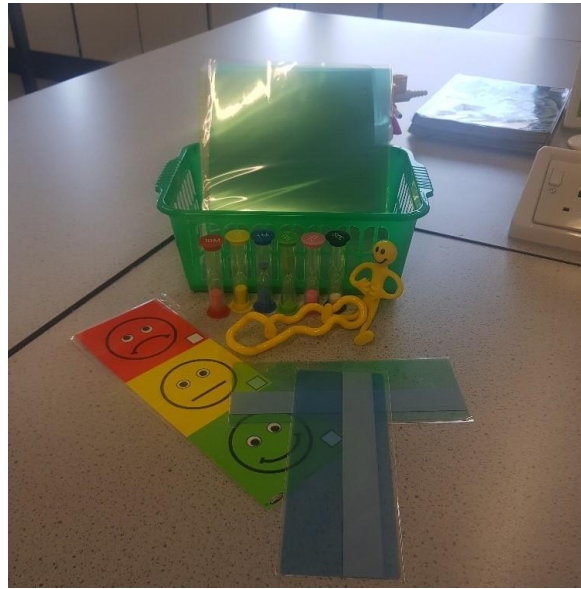
At Reading Girls' School, we have a comprehensive inclusion strategy, which encompasses not only that within the classroom but also ensuring that students are not disadvantaged by their needs or home circumstances.

Diagram 1 (below) outlines the systems of support and interventions which are provided to students at Reading Girls' School:

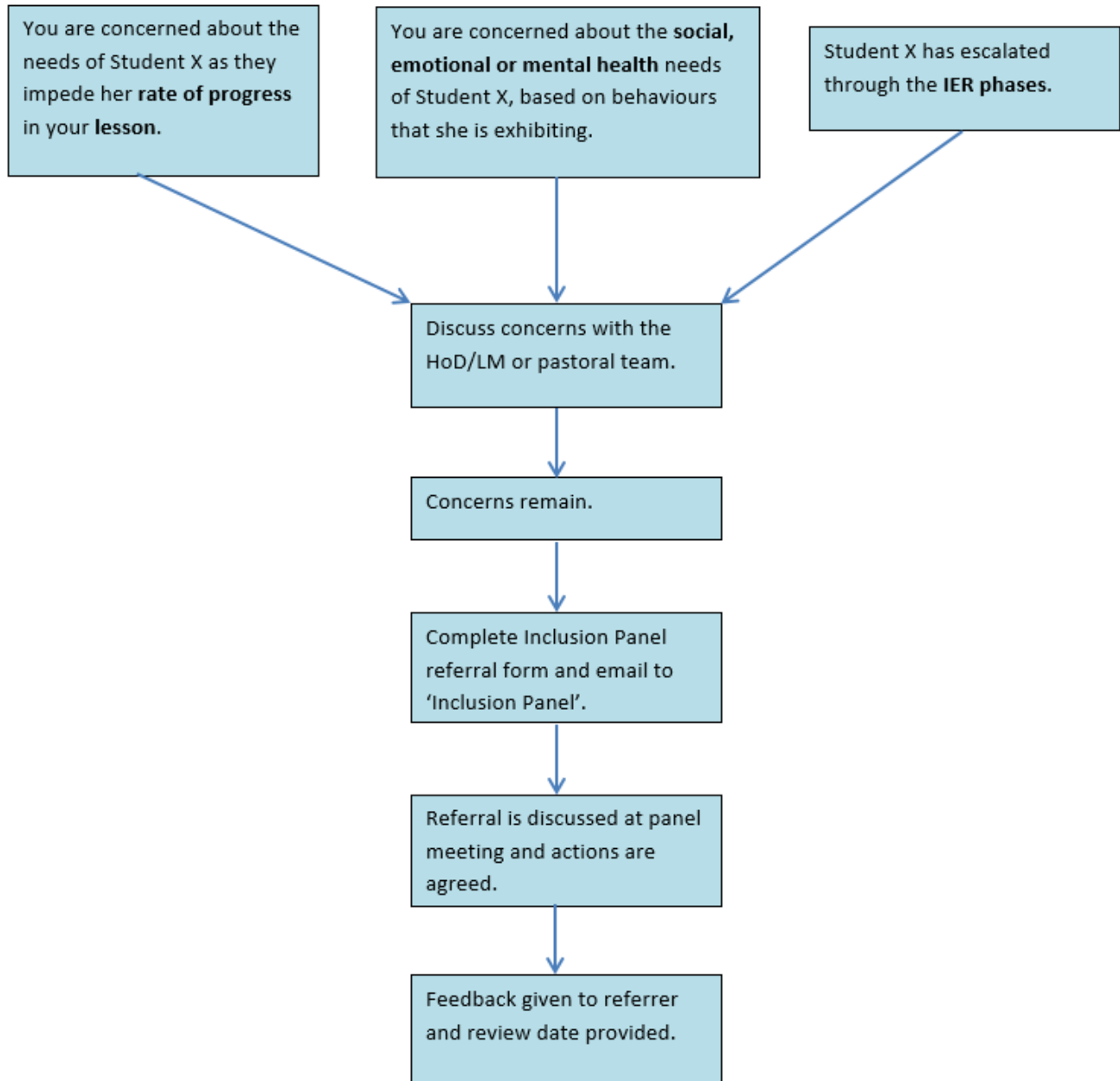


Green Basket:

Each classroom has a green basket. The purpose of the green basket is to provide resources for students to help them focus within their lesson. The green basket contains; coloured overlays, egg timers, fiddle toys, traffic lights and coloured paper.



Inclusion Panel Referral Process:



Inclusion Panel Referral Form:

CONFIDENTIAL

Reading Girls' School Inclusion Panel Referral Form



Student Name:			D.O.B:	
Name of referrer:		Select Referral Type (Highlight below)	Date:	
Attendance (%):	SEN Status:	SEN:	SEMH / ACADEMIC	Form:


To be completed by Pastoral Team					
CP/CIN/LAC/FSM	Exclusions	Lates (%)	Ethnicity	Learn Phase	Number of Days in IER


To be completed by referrer	
Summary of student successes	Current Grades (if relevant)
	DD1: DD2: DD3: (RAG progress)
Summary of concerns leading to referral	
Give a brief outline of actions taken in relation to the above and RAG according to level of success.	


Teaching Assistant Lesson Preparation Plan:

Teaching assistants are used to support members of staff within their lesson. The teaching assistant has a responsibility to see the member of staff before their lesson and complete the Lesson Preparation Plan (below) so they are aware of their role within the lesson, who they will be supporting and what the lesson will cover.


**Teaching Assistant
Lesson Preparation Plan**


Lesson Details		Objective of the Lesson	Target Students	
Date			1	
Teacher			2	
Class			3	
Period/s			4	





Main Body of Lesson





Additional Notes

Teaching Assistant Lesson Feedback:

At the end of the lesson the teaching assistant has a responsibility to feedback to the teacher about the students they were supporting within the lesson (see feedback sheet below). This feedback and discussion with the teacher, informs the teacher of the outcomes of the students progress within the lesson. The teacher can use this information to plan future lessons.

<div style="display: flex; justify-content: center; align-items: center;"> <div style="text-align: center; margin-right: 10px;">TA</div> <div style="width: 20px; height: 10px; background-color: green; margin: 0 5px;"></div> <div style="text-align: center; margin-left: 10px;">TEACHER</div> </div> LESSON FEEDBACK				
Date	Class	Period/s	Teacher	TA
<p>Complete the details below, based on the progress made in the lesson.</p>				
Today's target students were:				
1				
2				
3				
4				
Student Number	Can do... <i>(What worked well for the students in this lesson? Was significant progress made and how?)</i>			
1				
2				
3				
4				
Student Number	Requires further support with... <i>(What areas need to be readdressed in the next lesson to ensure students continue to progress? What were the weaker areas of pupil knowledge?)</i>			
1				
2				
3				
4				
<p>General comments:</p>				

Pupil Passport:

Students who are on the SEND register all have a pupil passport. The pupil passport outlines the pupils SEND status, their strengths and weaknesses and strategies staff can use within the classroom to ensure the students make good progress.

An example of a pupil passport is below:

Pupil Passport - Reading Girls' School

Date: 14/10/2020
Teacher: Miss Kimika Gardner

Photo
of
Student

Student X

Date of birth: 19/2/2009
Year group: 7
Tutor group: 28

SEN STATUS

E - Education, Health and Care Plan
Speech, Language and Communication Needs; Specific Learning Difficulties
EHCP issued January 2020

Pupil Profile

- has special educational needs related to poor attention and listening skills, along with general and specific learning difficulties.
- struggles to remember and retain information and express herself clearly.

What I enjoy

- I enjoy art.
- I enjoy karate.

What I find difficult

- I struggle to verbally express my views.
- I struggle to process abstract information.
- I struggle to maintain focus for extended periods of time.
- I struggle to process information quickly.
- I struggle to balance and co-ordinate.

Strategies to help me succeed

- Use visual prompts to help me to have a better understanding.
- Call my name before giving me direct instructions or information.
- Break down instructions into shorter chunks.
- Ask me to repeat what you have asked me to do.

2.2h - Questioning Strategy

Types of questions in the classroom

There are two main types of questions that are used in the classroom: closed questions and open questions.

Closed Questions

Closed questions are those that prompt a simple response, such as yes, no, or a short answer.

Examples include:

- Are you feeling better today?
- Does 6 plus 7 equal 13?
- Did Henry VIII have six wives?
- What is the periodic symbol for potassium?
- Who wrote Macbeth and Romeo and Juliet?
- When was the Battle of the Somme?

There are many advantages to closed questions. They're quick and easy to respond to and generally reduce confusion. They're also particularly useful for challenging pupils' memory and recalling facts. There are, however, also a number of disadvantages to using closed questions. Students may start to try and guess what you're thinking and give an answer based on that. They may also become anxious that they're going to get the answer wrong, which reduces their willingness to answer. Closed questions **limit the child's opportunity to expand** on an answer and provide reasoning or opinion.

Open Questions

Open questions, on the other hand, are those that require a deeper level of thinking and often prompt a lengthier response. They ask students to think and reflect, provide opinions and feelings, and take control of the conversation.

Examples include:

- What did you think of the ending of Romeo and Juliet?
- What message was Shakespeare trying to portray through Macbeth's descent into insanity?
- How did you interpret the end of the film?
- Explain the importance of the Battle of the Somme
- Describe the role of insulin in the body

Open questions are advantageous because they **enrich the learning experience** by encouraging individual thinking. They also give the teacher, the opportunity to check your pupils' understanding and knowledge, and assess their ability to apply this knowledge.

As part of the Deeper Applied Learning and R.E.A.L lesson strategy, teachers are expected to direct their questioning towards Open Questions, using Blooms Taxonomy, to support their questioning within lesson.

Blooms Taxonomy

Blooms Level	Examples of Questions
Remembering / knowledge questions – Level 1	What are...? Who is...? How many...? When did...? Where are...?
Understanding / comprehension questions – Level 2	What does it mean? What is the basic point? Can you explain...? Why was/did...? Why do you think...?
Applying questions – Level 3	How can we use it? Is this an example of...? Would it work with...? Can you show me how...? Could there be a different way to...?
Analysing questions – Level 4	How are they similar? How does it work? Is it the same as...? What do you notice when...? How would you group/sort/categorise/classify...?
Creating questions – Level 5	How could we...? Could we link...? What would happen if...? What would you have done...? Can you think of a better way to...?
Evaluating questions – Level 6	What is the best...? Why should we...? What do you prefer? What do you think of...? Would it work with different...? How successful was...? Why? Can you give a score out of 10? Why?

Tips & Techniques for Asking Effective Questions in the Classroom

For questions to be productive, you need to implement them effectively. Here are some tips to do so:

- **Selection sticks and random name generators** – choosing students names out of the pot at random creates an environment where all students are aware that they could be picked at random to answer the question
- **Introduce a wait time** - A wait time refers to the amount of time you wait from asking a question to when a student speaks. This time gives students time to think and rehearse their answers before speaking up. As a result, you'll see improvements in student retention, more considered and lengthier answers, and higher levels of student-to-student interaction. Students failing to respond will also decrease. **To achieve the best results, try to wait three seconds and be patient.**
- **Think – Pair – Share** – Think-pair-share is a collaborative active learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to (1) think individually, in silence, about a topic or answer to a question; and (2) share ideas with classmates. Discussing with a partner maximizes participation, focuses attention and engages students in comprehending the reading material.
- **No – Opt Out** - In a high-performing classroom, a verbalised or unspoken “**I don't know**” is cause for action. When a student begins by being **unable or unwilling to answer**, you should strive to make the sequence end as often as possible with the student giving a right or valid answer.

Choose among four basic formats to respond:

Format 1. You provide the answer; your student repeats the answer.

Format 2. Another student provides the answer; the initial student repeats the answer.

Format 3. You provide a cue; your student uses it to find the answer.

Format 4. Another student provides a cue; the initial student uses it to find the answer.

- **Right is Right** - *that it's the teachers job to set a **high standard for answers** in our classrooms and that we should strive to only call '**right**' or '**correct**' that which is really and truly worth of those terms.*
- **Cold Calling**- it's established that **students should always be ready to share their thoughts and participate**, that to be in class is to be a part of the conversation. Given that, part of the teacher's job is to add a smile and some warmth, to message, 'Yes, I expect you to participate when I call on you, but I am doing that because *I want to hear what you are thinking, I care about what you are thinking.*' Really, a *Cold Call* is a good thing. To say, *I care what you are thinking* is to remind a student that they matter.

- *Get pupils to ask questions - Using questions to check pupil understanding is always beneficial. However, getting students to ask each other questions is also incredibly beneficial. **This gets all students involved and thinking**: the students who ask questions will be thinking about what to ask, and those who are asked will have to formulate an answer.*
- *Don't dismiss answers - Every contribution is valuable, even if the answer isn't necessarily correct. **Show appreciation for any answer and offer appropriate praise based on the quality of answer**. If a student answers incorrectly, use a follow up question such as "What made you think that?". This gives students the opportunity to think through their thought process and allows you to address any confusion.*
- *Pose-Pause-Bounce-Pounce – Pose a question to the class. Pause, this is the thinking time – there is a great deal of evidence about how the quality of response, and the confidence levels of students, is raised by even a short amount of thinking time. The bounce is also crucial in that, once again, students are expected to constructively build upon the ideas of one another, which gives the teacher the crucial formative assessment information required.*

Increasing Student Participation - Talking Tokens

Pupils who contribute during lessons and answer questions in lesson, will be issued with a talking token by the classroom teacher and/or teaching assistant. Pupils are encouraged to write their name and year group on the back of the talking token. Pupils are able to place their talking token into the relevant talking token collection box for their year group. Talking tokens are counted at the end of each week and a pupil's name is chosen at random from each year group for a prize. At the end of each term, all talking tokens are placed together and a random pupil is selected. The more talking tokens a pupil collects for contributing answers to questions in class, the more chances they have for a prize.

Professional Voice

When answering questions in class or presenting in groups students should use their professional voice. This should be **loud enough for everyone to hear**, students should also use **subject specific vocabulary** when they speak.

QOE - IMAPCT

“Reading Girls’ School is performing in the top 1% of schools in England”

(DfE, November 2019)

3.1a - Marking

Key stage 3 and 4



Following a teaching ‘block’ of lessons students will complete a purple marking task which will be assessed against the learning objective detailed in the subject’s scheme of work. This purple marking task will be marked by the subject teacher and pupils will be provided with a yellow feedback on their strengths and areas for development. Pupils will be provided with a BOOST lesson following the purple marking task, which will enable students to focus on their areas of development. Independent BOOST tasks will be provided to each pupil for them to complete. This work will be acknowledged by the classroom teacher as being completed and if the pupil has secured the knowledge and understanding. All BOOST lessons are completed in green pen.

Student exercise book:

- Staff are not expected to mark student exercise books. However, some staff may wish to do this.
- Students are expected to peer assess and self-assess their work during the lesson using green pen.

3.1b – Gritty Editing

When students have completed their purple marking task, they are issued with a 'Gritty Editing' sheets. Students are able to complete this themselves or a peer might complete it for them. This enables students to reflect on the quality of their presentation and classwork completed, between each purple marking task. Furthermore, it ensures that the quality of work which students complete is consistently to a high standard across the school.

Gritty Editing	
<i>If it's not excellent, it's not finished</i>	
<input type="checkbox"/> Have you written in blue or black P en?	  <u>Teacher initials</u>
<input type="checkbox"/> Have you used a R uler to draw all straight line?	
<input type="checkbox"/> Have you drawn a neat line through mistakes with a ruler. O ops	
<input type="checkbox"/> Have you U nderlined all headings and dates with a ruler?	
<input type="checkbox"/> Have you D rawn in pencil?	
<input type="checkbox"/> Have you clearly labelled your homework?	
<input type="checkbox"/> Have you glued everything in neatly?	
<input type="checkbox"/> Have you self-assessed your classwork using green pen?	
<input type="checkbox"/> Is all work completed throughout your book to a high standard?	

Student Check Sheet:

Students complete a formal assessment twice a year. Following a formal assessment, students receive a BOOST and CHECK week. During this week, students complete activities based on their areas of weakness from the formal assessment. They also complete a CHECK sheet (see below), which supports students at knowing where they are on their flight path towards achieving the KS4 target grade.

ABBAS Aliyah Yr. 8 EBACC End of Yr. 11 Target: 5-

CHECK

Year 8		
9+	9+	9+
9	9	9
9-	9-	9-
8+	8+	8+
8	8	8
8-	8-	8-
7+	7+	7+
7	7	7
7-	7-	7-
6+	6+	6+
6	6	6
6-	6-	6-
5+	5+	5+
5	5	5
5-	5-	5-
4+	4+	4+
4	4	4
4-	4-	4-
3+	3+	3+
3	3	3
3-	3-	3-
2+	2+	2+
2	2	2
2-	2-	2-
1+	1+	1+
1	1	1
1-	1-	1-
0+	0+	0+
0	0	0

Check where you **CURRENTLY** are on your flightpath

How have you been successful
(What are you good at?)

Evaluate your successes
(Why are you good at it?)

Check where you are **CURRENTLY** **EXPECTED** to be on your flightpath

Know what you need to do to be at least **ON TRACK** to meet your target grade.
(What are your weaknesses?)

From talking to your teacher and using your smith pro forma, identify the steps you need to take in order to secure your target grade.

Class Check Sheet:

Following a formal assessment, teachers in English, Maths, Science, Geography, History and MFL complete a class check sheet (see below).

The class check sheet is used to support staff in developing their BOOST lessons during BOOST and CHECK week. Teachers are able to identify common misunderstanding and misconception from the class. The class check sheet also highlights to the teacher the progress all students and groups of students (WBRI, PP and SEND) are making towards their KS4 target grade.



Reading Girls' School
Formal Assessment Class C.H.E.C.K

Subject	Teacher	Class
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Teaching Standard: 2 and 6

SIP Reference: 2.3 Assessment: To ensure that all teachers and support staff **use assessment to INFORM THEIR TEACHING** for both **planning lessons** and to change the course of lesson for relevant pupils [External review, Apr 2019, ref 3.4].

<p>Check where your pupils currently are. What % of pupils are currently: AT – Above Track OT – On Track BT – Below Track CC – Cause for Concern</p>	<table border="1"> <thead> <tr> <th>Pupils</th> <th>Total Number of Pupils</th> <th>Above Track</th> <th>On Track</th> <th>Below Track</th> <th>Cause for Concern</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SEND</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>WBRI</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Please insert the number and % of pupils in the table above</p>	Pupils	Total Number of Pupils	Above Track	On Track	Below Track	Cause for Concern	All						PP						SEND						WBRI					
	Pupils	Total Number of Pupils	Above Track	On Track	Below Track	Cause for Concern																									
	All																														
	PP																														
	SEND																														
WBRI																															
<p>How have the pupils in this class been successful? What does the Question Level Analysis (QLA) tell you?</p>																															
<p>Evaluate how the students in this class have been successful?</p>																															
<p>Check where your pupils should be.</p>	<p>Please highlight where appropriate:</p> <p>End of Autumn Term 2 – 25% of pupils are OT (Achieved / Not Achieved)</p> <p>End of Spring Term 4 – 50% of pupils are OT (Achieved / Not Achieved)</p> <p>End of Summer Term 6 – 80% of pupils are OT (Achieved / Not Achieved)</p>																														
<p>Know what your pupils need to do to be on track.</p> <p>What will the BOOST lesson focus on to narrow the gap in pupils' knowledge and understanding?</p> <p>What will Memory Retrieval Practice questions focus on to narrow the gap in pupils' knowledge and understanding?</p>																															

Please give a copy of the completed form to your HOD and place a copy in your orange teaching folder.

PERSONAL DEVELOPMENT

“Change is the only constant in life”

(Heraclitus, 535BC – 475BC)

4.1 - PD days

Our Personal Development programme has been developed to reflect the needs of our pupils, aiming to equip them with a sound understanding of risk together with the knowledge and skills necessary to make safe and informed decisions. Furthermore, the programme builds on the statutory content already outlined in the national curriculum, the school curriculum and the statutory guidance on aspects such as drug education, financial education, sex and relationship education (SRE), careers advice and support, together with the importance of physical activity and diet for a healthy lifestyle.

Within this programme students are also encouraged and challenged to accept and be engaged with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of difference such as those with different faiths, beliefs and sexuality.

Personal Development Days are one strand of Personal Development. A carousel of workshops are delivered entirely by our external partners who are experts in their fields and are best placed to ensure the lessons are relevant and engaging for our pupils.

Learning on these days is equally important as the academic curriculum. We do not just want the girls to be entertained. A key objective of the day is that they identify and reflect on what they have learned. Indeed, in some cases, we have arranged follow-up meetings for some girls with companies because it has triggered a career interest. You can see below an example of **‘PD day reflection journals’** from the December 2019 PD day at which the Reading East MP, Matt Rodda delivered a session.

PD Day- Reflection Sheet Year 8 – 5th December 2019

1. Matt Rodda - Member of Parliament

Local and national political awareness

2. PCSOs online safety

Social media and online safety

3. Julia Hardy JP

Civil and criminal courts – an introduction to the law

4. Tessa Brunson

Alcohol awareness

What did you enjoy about these sessions and what did you learn from the activities?

1. Matt Rodda

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2. PCSOs

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3. Courts and the law

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4. Smoking awareness

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Choose 3 keywords from today's activities and explain what they mean.

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Name 2 skills or pieces of information you will use from today and explain how.

★

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Write 1 question that you would like to find out more about from today.

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4.2 - PLEDGE

The RGS PLEDGE is a list of ten experiences that we encourage all students to participate in at some point in their five-year journey at Reading Girls' School.

The initiative ensures that students develop a sense of belonging to and ownership of their school. By achieving each pledge that range from attending enrichment activities to organising fundraising events, students gain confidence and valuable life experiences that will help to prepare them for life beyond RGS.

By demonstrating that they have completed their PLEDGE choice/choices for the year, pupils will be able to showcase to staff and others the great variety of skills and interests they have outside of school, as well as during lessons and extra-curricular clubs. Pupils will record their plans throughout the year which will be supported and recorded by teachers who will also act as advisors to aid the pupils with tips and hints.

Pledge 1: Regularly attend an after-school activity

In School

There are many after school enrichments, which are offered by different curriculum areas in school. The most important thing is that students enjoy the enrichments, which they take part in, but they can also offer wonderful opportunities.

Sports enrichments offer students the opportunity to develop teamwork, leadership and communication skills. There are many different sports clubs and teams, many which have achieved national success.

Music enrichments also develop cooperation and communication skills, as well as expanding other areas such as commitment, patience and discipline. Music examinations beyond Grade 6 are worth UCAS points in the same way as academic qualifications.

Subject enrichments allow students to demonstrate their deep interest in a subject and build up skills, which will allow them to study subjects at a higher level. Attending subject enrichments, which are not related to the area of study or work, which a student hopes to follow, demonstrate broader interests.

Although students only need to attend enrichment for one term to gain their pledge we hope that they will find an interest, which they can pursue for much longer.

Outside of School

Although enrichments outside of school do not count for pledges, clubs and teams, which students attend outside the school offer the same rewards in developing experiences and skills, which will be attractive to universities and employers; preparing students for further education and work.

Pledge 2: Represent RGS in a sporting, cultural or academic event

In school

Representing the school in sports, performing arts or academically can make a job or university application really stand out. Being one of the best students in school in a particular area is a real accomplishment. There are several opportunities to excel at RGS. Our students have played sports at county and national level and entered regional and national performing arts festivals. Other students have represented the school in a foreign language spelling bee, taken part in the National Maths Challenge or entered science projects into the National Science and Engineering Competition. As well as the transferable skills which students achieve from entering these competitions; the pride of representing RGS is immeasurable.

Outside of school

Although it would not count for an RGS pledge, competing at a regional or national level in sport, music or drama or representing a local sports team gives students the same opportunities and experiences as when they represent the academy.

Pledge 3: Take part in a residential programme

In school

Students are offered the chance to attend a residential programme at Ufton Court. This trip is physically and mentally demanding as well as being great fun and allows students to practise teamwork, communication and resilience; excellent qualities which stand them in good stead for future study or work.

Outside of school

The scouts, guides and cadet units also take part in similar activities, along with a wealth of other opportunities, which their members can access.

Pledge 4: Attend a national sporting, academic or cultural event

In school

RGS offers many opportunities each year for students to attend national events. These include watching World-class sportsmen and women competing at top venues and attending performances at one of the major UK theatres. These experiences broaden a student's horizons and interests.

We also visit national exhibitions in a variety of subjects. Students choosing a course to study at university must show that they have researched and selected the right course for them. Attending national exhibitions can help to demonstrate understanding and passion for a particular subject.

Outside of school

Students do not have to complete this pledge within school. There are many sporting, academic or cultural events which students could attend with friends or family and gain the same benefits from.

Pledge 5: Take part in an RGS production or event

In school

There are a number of concerts and productions each year such as Black History and the Dance Show. Taking part in a production requires organisation, confidence, cooperation and communication skills. These transferable skills are invaluable in study and in the workplace so completing this pledge allows students to develop and demonstrate these skills, whether on the stage or behind the scenes.

Outside of school

Although this pledge must take place in the school to be counted, students will gain the same benefits from performing with a community choir, orchestra or drama group.

Pledge 6: Take part in a formal presentation to an audience

In school

Students are offered many opportunities in and out of lessons to complete this pledge. Standing up in front of an audience requires confidence and communication skills. Many jobs require presentations to be given and it is often a large requirement of the assessment during university study. Students who are able to demonstrate these skills on applications will benefit from standing out to other applicants.

Outside of school

Students may have the opportunity to present to different audiences through extracurricular clubs, teams or societies, which they attend outside of school.

Pledge 7: Be actively involved in an international experience

In school

RGS is currently building links with schools throughout the World and there are several chances for students to become involved with students from other countries. Whether this takes place within school via Internet links or involves visiting another country, students can obtain valuable transferable skills and qualities from their international experiences. Communication is very important in this pledge but resilience, confidence and cooperation also feature highly. Students who have been involved with international events will be able to write assuredly about their experiences in applications.

Outside of school

Students can develop their own international partnerships beyond the experiences done in school. There are several programmes available for students to undertake voluntary work abroad.

Pledge 8: Be actively involved in a community experience

In school

This is made available to all students through PLEDGE lessons. All students take part in either charity or community projects throughout the school year, every year.

Outside of school

Community experiences are a wonderful opportunity for students to volunteer within their local communities. This is particularly relevant to those students who wish to enter a caring profession in the future such as medicine, nursing, dentistry, physiotherapy or veterinary science to demonstrate an understanding of and commitment to the subject. Spending time volunteering within a nursing home, for example, demonstrates an understanding of the requirements of a caring profession while volunteering in a kennels or at a farm helps develop a good understanding of healthy animals for potential vets.

Pledge 9: Participate in a fund-raising event

In school

There are a variety of fund-raising events, which take place throughout the academic year, and students who are passionate about a particular charity can apply for permission to run their own fund-raising event. In terms of UCAS or job applications the organisation of a fund-raising event has many transferable skills such as organisation, communication, cooperation, creativity and resilience. A charity, which is relevant to future ambitions, would be a good idea – a charity such as Sight Savers International for a student who wishes to become an optician for example.

Out of school

Again, for this pledge to count students must complete the fund-raising within school but the benefits of completing fund-raising activities on the development of skills and qualities will also be relevant when completed outside of school.

Pledge 10: Help with the sustainability of RGS

In school

Sustainability is about looking after our environment and there are many ways, which students can contribute to the sustainability of school. A way in which this can also impact on desirable attributes for university or job applications is for students to become involved in coordinating or promoting the sustainable projects.

Out of school

Again, promoting or coordinating sustainable projects outside of RGS can demonstrate the same teamwork, coordination and communication skills as when the projects are done within school.

PLEDGE 8 Lessons

PLEDGE 8 is the flagship Pledge. To that end, we have committed to it's value by placing Pledge 8 lessons in the formal school timetable. Pupils have one PLEDGE8 lesson per fortnight when they work collaboratively in groups and take on different roles linked to charity or community events.

Pupils are expected to run a charity or community event throughout the school year. Examples of what these activities/events may be include:

- Fundraising for a local or national charity
- Running an extra-curricular school club throughout the year
- Organising an event to raise awareness of their chosen topic/ charity
- Regular organised visits to care homes (it is hoped these will continue post Covid-19 restrictions)

4.3 - LEADERSHIP ACROSS THE SCHOOL

RGS has a Student Senior Leadership team (SSLT) made up of 18 pupils from Years 9 and 10 whose purpose is to work alongside the Senior Leadership Team in leading the school.

Each student has a brief for a particular area of school development in line with the school improvement plan.

These include:

- Leadership & Management
- Behaviour for learning
- Cultural Capital
- Promoting the enjoyment of reading
- Mental health
- Active Learning
- Attendance improvement
- Anti-bullying
- Extra-curricular

The SSLT are expected to plan and lead their areas which includes attending Senior Leadership meetings to feedback and discuss next steps.

4.3a - PREFECTS

The team of Prefects at RGS are responsible for supporting with the smooth running of the school by assisting the students and staff across the school. They are led by a member of the Student Senior Leadership Team and meet on a regular basis to ensure a consistent approach to their duties.

Prefect duties include:

- Carry out break time duties
- Support and run extra-curricular clubs within the school
- Support with Open Evening arrangements and speaking to new parents and students
- Supporting with Parents Evening, welcoming parents to the school and supporting throughout the evening
- Supporting with any other school events when they arise
- Supporting students throughout the school

In identifying and preparing future leaders, RGS recruited its first cohort of 'Junior Prefects' in December 2020. These year 7&8 girls work alongside the Senior Team in gaining experience in all areas of the school and preparing for their applications to SSLT.

BEHAVIOUR

“Behaviour is a mirror in which every one displays his own image.”


Johann Wolfgang von Goethe (1749 – 1832)

At Reading Girls' School, we have **high expectations** for pupils' behaviour and conduct. These expectations are commonly understood and applied **consistently and fairly across the school**. Although rare, **low-level disruption is not tolerated** and pupils' **behaviour does not disrupt lessons**. Within classroom pupils follow **appropriate routines**, which creates a positive learning environment leading to **positive attitudes and commitment to their education**.

5.1 - ABC's

In mirroring our in-class expectations system L.E.A.R.N, our ABCs programme is how we expect pupils to conduct themselves outside of the classroom.

Do you know your ABCs?




Phones/earphones away

Wear correct uniform

Arrive by 8.27 am

Do you know your ABCs?




Coats off

Keep to the left

Stairs – up the middle and down the back

Out of lessons only for emergencies

Do you know your ABCs?




Arrive on time to lesson (by the 2nd bell)

Have the correct equipment

Wearing correct uniform

Mobile phones are used as a learning aid ONLY

Do you know your ABCs?



Phones/earphones away

Consume Food/drink in the designated areas


Stay on the ground floor

Do not sit on floor

Litter to go in bins

Use the Library for working/reading

Do you know your ABCs?



Wear correct uniform until off School site

Phones/earphones away until off School site

Exit via Canteen doors only

Exit School site via Pedestrian gate

If staying after School, pupils are supervised by designated staff

5.2a - L.E.A.R.N

Within the classroom all students are expected to:

Listen to the teacher
and **NOT** talk
when he/she is talking



Enter the room **ON TIME**
with correct equipment
& ready to learn



Aim to produce work
of the highest quality
at all times



Respect the rights
of others by **NOT**
disrupting their learning



Not call out
raise your hand to get
the attention of the teacher

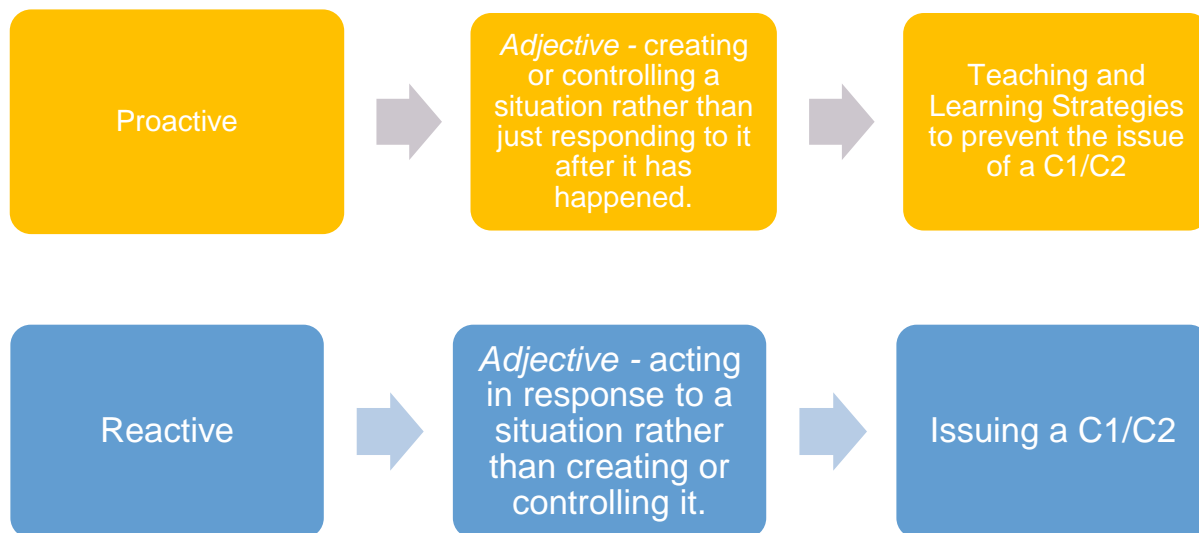


5.2b – IMPLEMENTATION of L.E.A.R.N

We have a robust CPD programme to support staff in effectively implementing 'proactive' strategies within their lesson and in doing so, avoid 'reactive' behaviours. The use of the 'proactive' strategies within the lesson:






- Creates a **calm** and **orderly environment** in the classroom, as this is essential for pupils to be able to learn.
- **Sets clear routines and expectations** for the behaviour of pupils in the classroom.
- Is an **effective system, applied consistently and fairly by all staff**.

'Proactive' Strategies that prevent 'Reactive' behaviours



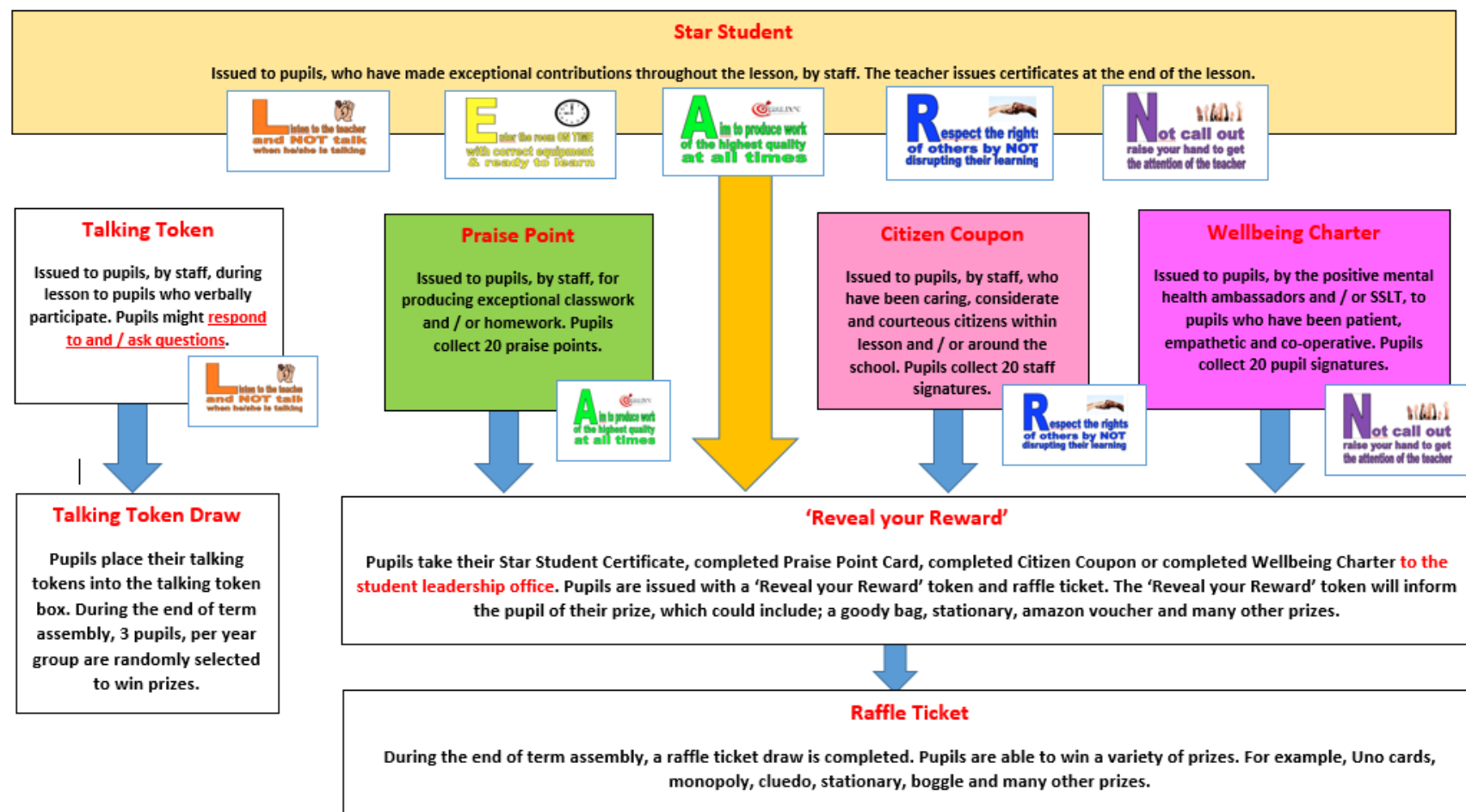
The table below outlines a variety of different 'Proactive' Strategies, which are used and **applied consistently and fairly by all staff within the school**. The table also outlines the 'Reactive' consequence to be issued (C1 or C2).

Quality of Education, Personal Development & Behaviour

L.E.A.R.N	Proactive – Teaching and Learning Strategies to implement to prevent ‘reactive’.	Reactive - issuing a C1/C2
 L isten to the teacher and NOT talk when he/she is talking	1: Use a countdown (5, 4, 3, 2, 1), but provide reminders between each number. 2: Remind students that pens are down on the table and everyone is focused on the teacher (see Teach Like a Champion Technique). 3: Refer to students by their name. Draw students’ attention using their names whilst completing a countdown.	1: Following a countdown (3,2,1) students are not all focused, engaged and listening to the teacher. 2: Speaking to another student whilst the teacher is speaking.
 E nter the room ON TIME with correct equipment & ready to learn	All pupils must be prepared for their learning with the correct learning equipment and arrive on time. If a member of staff has kept a student after a lesson and the student will arrive late to the following lesson, the member of staff must write a note in the student planner. Borrow Box – spare pens, pencils, rulers, rubber, sharpeners which students can access in the classroom. If the teacher notices over several lessons that a pupil arrives without their learning equipment, this must be highlighted to their pastoral leader and discuss an inclusion panel referral.	1. Students arrive late to lesson (after the second bell to period 1, 3 and 4. More than 5 minutes later to period 2, 4 and 6). 2. Students arrive to lesson and without any learning resources which the school has provided . For example, an exercise book. 3. Subject specific equipment is not present.
 A im to produce work of the highest quality at all times	Ensure students are provided with thinking time (Use think – pair – share). Inform students that you are going to Cold Call , randomly select students to answer questions (selection sticks), or use No Opt Out and they need to be listening as you will return to them for the answer, if they were not able to provide to answer. Before students complete a learning activity, explicitly inform students which Engagement level you are allowing them to use, to complete the learning activity. If it is Silent Study, remind them they need to be in silence. If it is Quiet Queries, they need to be using a whispering voice. Active Learning Activity – when students complete an active learning activity, which engagement level are they using? Be explicit in your instruction. Provide students with extension work if they have completed their learning activities. So, they remain focused and engaged in their learning. Provide a timer to ensure students remain on task and focused to produce high quality work. Demonstrate to students to standard of work you expect from them (modelling). Check in with the work that students are completing	Engagement Levels 1: Silent Study – issue a C1 if a student is speaking during silent study 2: Quiet Queries – issue a C1 if a student is not using their whispering voice (being loud and disruptive) 3: Talking Together – issue a C1 if a student(s) are not engaged in the learning activity No Opt Out – issue a C1 if a student fail to comply with No Opt Out
 R espect the rights of others by NOT disrupting their learning	Provide clear explicit expectations when students are answering a question. Everyone needs to be focused and listening to their peers. If students want to respond / ask a question they raise their hand.	1: A student is calling out over another student whilst they are speaking (answering a question). 2: A student is disruptive during the lesson.
 N ot call out raise your hand to get the attention of the teacher	Remind students that they need to raise their hand to get your attention. If students complete Silent Study – they raise their hand. If students complete Quiet Queries – they raise their hand. If students complete Talking Together, they raise their hand. If the teacher is speaking to the class, students raise their hand. If students want to ask / answer a question – they raise their hand. If another student is speaking / answering a question – they raise their hand. Provided extension work for students to complete if they have finished a learning activity	1: A student doesn’t raise their hand to ask / answer a question in class 2: Calls out – Sir or Miss to get the teachers attention

REWARDING POSITIVE BEHAVIOUR

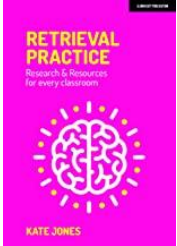
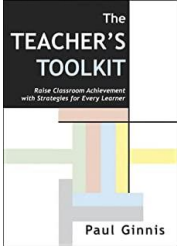
Positive L.E.A.R.N - Rewarding Positive Behaviour at Reading Girls' School



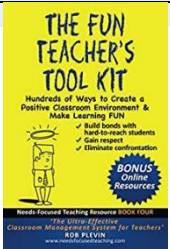
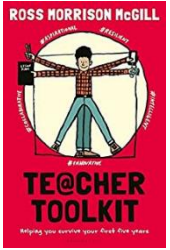
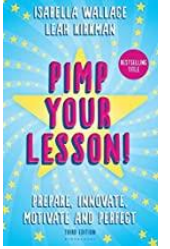
EDUCATIONAL RESEARCH

RGS QoE Implementation	Understanding Applied Learning	The Learning Rainforest	Rosenshine's Principals	Teach Like a Champion	WALK THURS	The Writing Revolution	Educational Endowment Foundation	Blogs and Books
<p>System and Routines:</p> <p>LEARN and Engagement Levels</p>		<p>Page 153 – attitudes and habits for excellence</p>	<p>4 – provide a model</p> <p>1 – daily review</p>	<p>46 – strong start</p> <p>48 – engineer efficiency</p> <p>49 – from procedure to routine</p>	<p>36 – positive relationships</p> <p>38 – establish expectations</p> <p>40 – signal, pause, insist</p> <p>44 – Rehearse routines</p>			

Quality of Education, Personal Development & Behaviour

Memory Retrieval Practice		Chapter 8 – Explain, model, practice, questions, feedback, assess K16 – Teach for memory	1 – daily review 3 – ask questions 10 – weekly and monthly review	20 – do now 5 – show me	112 – quizzing 116 – knowledge organisers 114 – elaborative interrogation 122 – weekly monthly review	51 – use sentence activities 139 the power of writing summaries		<p><u>Retrieval Practice: Research & Resources for every classroom</u></p> <p>by Kate Jones</p> 
R.E.A.L Relevant Engaging Active Learning		Page 49 – Student Centered vs Teacher centered activities Page 156 – teach to the top Chapter 9 – Projects					<p>Collaborative Learning +5months</p> <p>Mastery Learning +5months</p> <p>Metacognition and self-regulation +7 months</p>	

Quality of Education, Personal Development & Behaviour

		and Hands on learning						  
Assessment for Learning		Chapter 8 – feedback and review	3 – ask questions 6 – check students	2 – targeted questioning 4 – tracking not watching Cold calling	96 – checking for understanding Probing and process questions	27 – Oral actives with fragments 51 – stop and jot 139 – the power of	Feedback +8months Oral Language +5months	